



Lee School District

Post Office Box 507
Bishopville, South Carolina

Grades	PK-12 District	
Enrollment	2,487 Students	
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	At-Risk	Below Average
2008	At-Risk	Excellent
2007	At-Risk	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

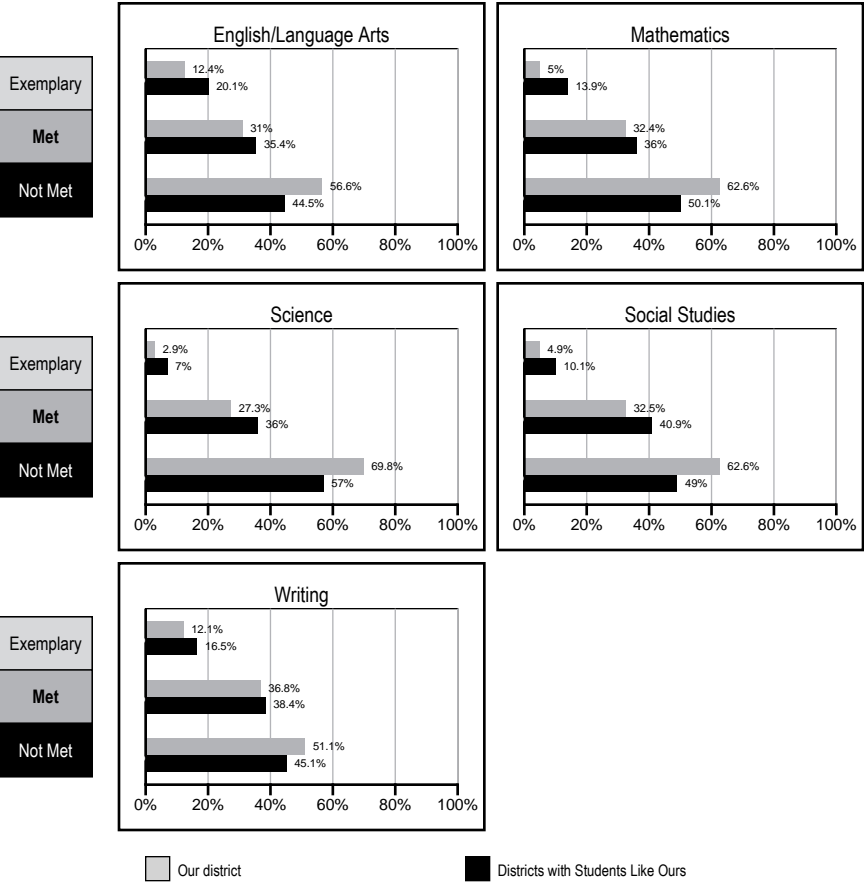
97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	7	4

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	68.0%	57.1%	59.6%	70.3%	60.2%	62.4%
Passed one subtest	13.8%	20.3%	20.5%	15.2%	20.7%	17.0%
Passed no subtests	18.2%	22.7%	19.9%	14.5%	19.1%	20.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	43.1%	61.0%
English 1	52.0%	51.9%
Physical Science	39.6%	36.5%
US History and the Constitution	24.1%	21.4%
All Subjects	39.4%	43.1%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,487)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	3.1%	Down from 5.7%	3.2%	2.3%
Attendance rate	95.0%	Down from 95.2%	95.3%	95.8%
Eligible for gifted and talented	2.4%	Up from 1.2%	5.6%	14.3%
With disabilities other than speech	10.4%	Up from 10.2%	10.7%	10.5%
Older than usual for grade	7.7%	Down from 8.2%	6.1%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.8%	0.7%
Enrolled in AP/IB programs	35.2%	Up from 18.9%	7.2%	12.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.0%
Eligible for LIFE Scholarship	37.0%	Up from 35.1%	28.9%	31.4%
Enrolled in adult education GED or diploma programs	45	Up from 24	27	47
Completions in adult education GED or diploma programs	20	Down from 23	10	29
Annual dropout rate	0.8%	Down from 3.9%	2.3%	3.1%
Teachers (n=173)				
Teachers with advanced degrees	58.4%	Down from 59.7%	54.8%	58.8%
Continuing contract teachers	68.2%	Up from 59.7%	68.2%	81.5%
Teachers with emergency or provisional certificates	16.8%	Down from 18.0%	15.1%	4.0%
Teachers returning from previous year	82.5%	Up from 81.0%	82.6%	89.3%
Teacher attendance rate	95.1%	Up from 94.3%	95.1%	95.3%
Average teacher salary*	\$41,234	Down 6.6%	\$42,683	\$46,618
Vacancies for more than nine weeks	4.6%	Up from 2.1%	1.6%	0.2%
Professional development days/teacher	10.6 days	Up from 9.3 days	11.6 days	12.6 days
District				
Superintendent's years at district	2.0	Up from 1.0	1.5	3.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.0 to 1	19.4 to 1	20.9 to 1
Prime instructional time	88.7%	Up from 88.2%	89.3%	89.9%
Dollars spent per pupil**	\$10,219	Up 3.0%	\$11,404	\$9,364
Percent of expenditures for teacher salaries**	48.8%	Down from 49.9%	47.0%	53.3%
Percent of expenditures for instruction**	52.8%	Down from 54.2%	51.4%	56.3%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	8	Down from 9	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	2.4%	Down from 3.1%	3.9%	2.4%
Average age in years of school facilities	23 Years	Down from 28 Years	34 Years	27 Years
Number of schools with SACS accreditation	6.0	Down from 8.0	4.0	8.0
Parents attending conferences	98.4%	Up from 93.5%	97.1%	97.1%
Average administrator salary	\$74,565	No Change	\$74,565	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
M L Dinkins Higher Learning Academy(ELEM.)	At-Risk	At-Risk	Not Met
M L Dinkins Higher Learning Academy(HIGH)	N/A	N/A	Not Met
M L Dinkins Higher Learning Academy(MIDDLE)	At-Risk	Below Average	Not Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	149	88.6%	619	39.4%	174	83.9%	N/A
Gender							
Male	70	82.9%	298	36.6%	82	78.0%	N/A
Female	79	93.7%	321	42.1%	92	89.1%	N/A
Racial/Ethnic Group							
White	N/A	N/A	12	66.7%	N/A	N/A	N/A
African American	145	89.0%	596	38.8%	169	84.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	45.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	56	17.9%	12	33.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	110	89.1%	507	38.5%	130	83.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	88.6%	85.1%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	157	174	179	180
Number of Graduates in Cohort	125	146	126	128
Rate	79.6%	83.9%	70.5%	72.5%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	374	400	403	397	404	398	1181	1194		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	12.4	14.0	15.7	16.0	14.1	15.6	15.7	16.7	14.5	15.7
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	27.4 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

In the 2009-2010 school year, Lee County Schools continued its quest to "Grow in the Right Direction." The school year can best be described as a year of great accomplishments by our students, faculty members, schools, and district. In spite of more than \$3.1 million in state budget cuts over the last two years, the district's faculty and staff have delivered the same quality educational services in a safe and orderly environment as in the past. Our students have excelled in all areas of our school programs. From academics to athletics, fine arts to community service, a culture of excellence permeates our school system.

We are proud to say that all of our schools and the district are accredited through the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) and the South Carolina Department of Education. The district continues to experience improvement in many areas. The results of the district's measures of success on PASS, HSAP, and EOC, indicate that the district has been improving in many grade levels and subject areas tested. The County School Board of Trustees' mission is to ensure advancement in student achievement by both a strong system of accountability and required resources.

The district continues to implement strategies, programs, and accountability measures to ensure the attainment of the adopted goals as well as make difficult decision of selective abandonment of less effective strategies and programs. These goals focus on securing and allocating adequate financial resources to accomplish the mission of our district, increase student achievement in all areas, decrease the number of students identified for special education, and increase the number of students enrolled in Gifted and Talented courses and Dual or Advanced Placement courses. We also continue to focus on an increased graduation rate and providing a safe and orderly school culture.

The district continues to link professional development to school, district, and personal goals; support and expand professional learning communities; and expand and strengthen action research as a way to respond to assessed student needs. The district continues to use MAP and other formative assessments to help craft instruction. We continue to seek additional funding sources to supplement instruction and increase student achievement. The district continues to develop quality curricula and professional development for all grade levels and subject areas. The curriculum guides and other support documents continue to be reviewed and updated regularly. Homework centers and/or afterschool tutorial programs are available at all schools.

The district continues its efforts to upgrade all facilities. The district has just completed the first year of a new district middle school with state-of-the-art technology. We welcome the input and support of our parents and community stakeholders in helping us to achieve our mission of educating our children. You are invited to visit our schools to observe us and to assist us in our work. You are encouraged to review the information contained in this year's report cards and, if you have any questions, please feel free to contact the principal or me. Thank you for your continued cooperation and support.

Dr. Cleo F. Richardson, Superintendent
Ms. Sanya Moses, Board Chair

No Child Left Behind

District Adequate Yearly Progress

No

This district met 10 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Bishopville Primary	CSI-DELAY	West Lee Elementary	CA-DELAY
Dennis Intermediate	R	Lee Central High	NI
Lower Lee Elementary	R-DELAY		

The Lee School District consists of 8 public schools with 5 of these schools, or 62.5%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	1057	97.3	57.3	30.6	12.1	59.6	83.5	Yes	Yes
Gender									
Male	517	97.1	63.2	26.6	10.3	53.7	80.1	N/A	N/A
Female	540	97.4	51.8	34.3	13.9	65.1	87	N/A	N/A
Racial/Ethnic Group									
White	52	94.2	44.7	31.9	23.4	66	89.6	Yes	Yes
African American	991	97.5	58.4	30	11.6	59	74.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	14	92.9	28.6	64.3	7.1	78.6	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	180	85.6	82.5	15.8	1.7	29.4	51.7	No	No
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	13	100	23.1	69.2	7.7	84.6	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	977	97.2	58.6	29.4	12	58.6	76.9	No	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1055	99.7	63.4	31.8	4.8	50.2	80.4	No	Yes
Gender									
Male	517	99.6	65.1	29.4	5.4	47.6	78.4	N/A	N/A
Female	538	99.8	61.8	34	4.2	52.7	82.5	N/A	N/A
Racial/Ethnic Group									
White	50	100	58.7	30.4	10.9	58.7	87.8	Yes	Yes
African American	991	99.7	63.9	31.8	4.3	49.6	69.3	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	14	100	42.9	35.7	21.4	64.3	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	180	99.4	90.4	7.9	1.7	16.4	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	13	100	38.5	38.5	23.1	69.2	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	977	99.8	64.6	30.7	4.7	49.4	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	705	99.4	69.8	27.6	2.7	30.2	67.3
Gender							
Male	343	99.4	69.8	26.8	3.4	30.2	66.9
Female	362	99.5	69.7	28.3	2	30.3	67.7
Racial/Ethnic Group							
White	28	100	48	48	4	52	79.6
African American	670	99.4	70.9	26.5	2.6	29.1	49.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	118	99.2	90.4	8.7	0.9	9.6	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	7	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	650	99.4	70.9	26.6	2.5	29.1	55.4

Social Studies

All Students	711	99.9	63.2	32.1	4.7	36.8	70.9
Gender							
Male	353	99.7	66.1	28.3	5.6	33.9	70.1
Female	358	100	60.5	35.8	3.7	39.5	71.7
Racial/Ethnic Group							
White	41	100	55.3	31.6	13.2	44.7	79.2
African American	658	99.9	64.4	31.8	3.8	35.6	58.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	12	100	25	50	25	75	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	123	99.2	88.2	10.1	1.7	11.8	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	11	100	27.3	45.5	27.3	72.7	68
Socio-Economic Status							
Subsidized meals	657	99.9	64.2	31.2	4.6	35.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1051	99.2	51.5	35.9	12.6	48.5	72.1	96.3	96.3
Gender									
Male	511	99	59.3	31.8	9	40.7	65.2	95.9	96.2
Female	540	99.4	44.3	39.8	15.9	55.7	79.2	96.6	96.4
Racial/Ethnic Group									
White	52	100	43.8	33.3	22.9	56.3	80.8	95.4	96.1
African American	985	99.3	52.2	35.9	11.9	47.8	59.7	96.3	96.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	87	N/A	97.5
Hispanic	13	100	30.8	46.2	23.1	69.2	64.6	96.4	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	99.9	95
Disability Status									
Disabled	180	96.7	87.1	11.1	1.8	12.9	27.7	95.9	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	12	100	25	50	25	75	63.7	96.7	97
Socio-Economic Status									
Subsidized meals	973	99.3	52.5	35.1	12.4	47.5	61.9	96.2	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	220	100	52.9	29	18.1	47.1
	4	203	100	62.4	31.7	5.8	37.6
	5	160	100	45.5	42.3	12.2	54.5
	6	156	100	60.1	32.2	7.7	39.9
	7	160	98.8	73	21.1	5.9	27
	8	167	99.4	55.9	37.9	6.2	44.1
2010	3	197	89.9	41.1	33.7	25.3	58.9
	4	215	96.7	62	30.3	7.7	38
	5	193	100	56.4	36.2	7.4	43.6
	6	164	100	54	34.8	11.2	46
	7	148	100	65.2	22	12.8	34.8
	8	140	98.6	69.9	22.8	7.4	30.1
Mathematics							
2009	3	220	100	71.9	20.5	7.6	28.1
	4	203	100	66.7	31.2	2.1	33.3
	5	160	100	64.1	31.4	4.5	35.9
	6	156	100	61.5	30.8	7.7	38.5
	7	160	98.8	60.5	34.2	5.3	39.5
	8	167	99.4	57.8	39.8	2.5	42.2
2010	3	197	99	63.5	29.6	6.9	36.5
	4	215	100	62	31.7	6.3	38
	5	193	100	64.9	30.3	4.8	35.1
	6	163	100	53.8	41.9	4.4	46.3
	7	148	100	67.4	30.5	2.1	32.6
	8	139	99.3	70.6	26.5	2.9	29.4
Science							
2009	3	111	99.1	67	32	1	33
	4	202	100	77.2	21.2	1.6	22.8
	5	81	100	58.8	38.8	2.5	41.3
	6	77	100	72.9	27.1	0	27.1
	7	159	98.7	73.5	25.2	1.3	26.5
	8	87	100	69.9	27.7	2.4	30.1
2010	3	96	96.9	76.4	21.3	2.2	23.6
	4	215	99.5	79.2	19.8	1	20.8
	5	96	100	77.7	22.3	0	22.3
	6	81	100	70.9	26.6	2.5	29.1
	7	148	100	51.8	44.7	3.5	48.2
	8	69	100	57.4	32.4	10.3	42.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	109	99.1	69.5	25.7	4.8	30.5
	4	203	99.5	52.9	45	2.1	47.1
	5	79	98.7	58.7	36	5.3	41.3
	6	79	100	52.7	43.2	4.1	47.3
	7	160	98.8	78.3	17.8	3.9	21.7
	8	79	100	51.9	44.3	3.8	48.1
2010	3	101	100	57.1	35.7	7.1	42.9
	4	214	100	64.7	33.8	1.4	35.3
	5	97	100	64.9	33	2.1	35.1
	6	82	100	50.6	42	7.4	49.4
	7	148	100	71.6	20.6	7.8	28.4
	8	69	98.6	62.7	32.8	4.5	37.3
Writing							
2009	3	224	98.7	59	25.5	15.6	41
	4	203	97	73.3	19.8	7	26.7
	5	160	97.5	43.1	43.1	13.7	56.9
	6	159	100	58.8	36.5	4.7	41.2
	7	161	97.5	67.3	27.5	5.2	32.7
	8	169	100	52.1	37.4	10.4	47.9
2010	3	195	99.5	48.9	33.7	17.4	51.1
	4	213	99.5	54.1	35.7	10.1	45.9
	5	191	100	55.3	30.9	13.8	44.7
	6	164	98.8	48.4	40.3	11.3	51.6
	7	148	98.7	43.9	43.2	12.9	56.1
	8	140	98.6	57.4	33.8	8.8	42.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	173	99.4	27.7	43.4	24.1	4.8	43.4	65.9	No	Yes
Male	93	98.9	32.6	40.4	21.3	5.6	37.1	60.8	N/A	N/A
Female	80	100	22.1	46.8	27.3	3.9	50.6	71	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	77.5	I/S	I/S
African American	168	99.4	28	43.5	24.2	4.3	43.5	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	21	100	70	20	0	10	10	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	142	99.3	27.9	45.6	21.3	5.1	42.6	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	173	99.4	36.7	37.3	21.7	4.2	37.3	62.3	No	Yes
Male	93	98.9	39.3	36	21.3	3.4	36	61.7	N/A	N/A
Female	80	100	33.8	39	22.1	5.2	39	63	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	75	I/S	I/S
African American	168	99.4	37.9	36.6	21.1	4.3	36	44	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	21	100	75	25	0	0	5	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	142	99.3	37.5	39	21.3	2.2	35.3	48.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	164	89.6	84.4	8.8	4.8	2.0	N/A	N/A	N/A	N/A
Male	86	90.7	89.7	6.4	2.6	1.3	N/A	N/A	N/A	N/A
Female	78	88.5	78.3	11.6	7.2	2.9	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	160	89.4	84.6	8.4	4.9	2.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	56.3	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	136	89.7	85.2	10.7	4.1	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	176	98.3	25.1	43.1	27.5	4.2	40.7	61.8
	2010	173	99.4	27.7	43.4	24.1	4.8	43.4	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	176	98.3	37.5	38.1	19.6	4.8	41.7	62.7
	2010	173	99.4	36.7	37.3	21.7	4.2	37.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.7%	0.0%	No
Student attendance rate, grades K-8	95.0%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.